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ABSTRACT

The Comprehensive Tests of Basic Skills (CTBS) battery are administered in New Mexico school districts as part of a state mandated assessment program. The tests are administered to students in grades three, five, and eight to measure achievement in the basic skills areas of reading, language, and mathematics. This report contains various types of test data which are to be used for the modification of the basic instructional program in the Albuquerque Public Schools (APS). The CTBS, Form U and its subtests are described. The 1984 test results for individual APS schools and average percentile ranks across the district are presented in graph format. Test scores for each grade level of APS students are better than student scores in the national norming population on every content area subtest. Average percentile scores compare the performance of APS students to the national norm group; the range of average performance is from the 40th to 60th percentiles. School by school data show the percentage of students in the below average, average and above average ranges in the CTBS major content areas. Student attendance and mobility rates for each school are included since these factors may impact group performance. (DWH)

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C.T.B.S. TESTING

SPRING 1984

DISTRICT REPORT

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grades 3,5,and 8

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ALBUQUERQUE PUBLIC SCHOOLS

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CTBS TESTING 1983/84

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SUMMARY

Each spring the Comprehensive Tests of Basic Skills (CTBS) battery is administered in schools throughout New Mexico as part of the State Department of Education mandated assessment program. This report contains information regarding test results for APS students in grades 3, 5, and 8 on the 1984 CTBS, a standardized, norm-referenced achievement test. Throughout this report various types of test data are presented which provide input for the modification of the basic instructional program in the Albuquerque Public Schools.

The CTBS, Form U was developed by a major test publisher to reflect the curriculum of the 1980's considering generally current nationwide trends in curriculum and instruction. Therefore, the skills and items in this achievement battery are not perfectly congruent with the curriculum of the Albuquerque Public Schools or the curriculum of any other specific school district, but represent a sampling approach to measurement. With this limitation, the purpose of this report is to present CTBS test data with narrative interpretation designed so that this information will be a useful tool for district instructional leaders as well as school administrators and teachers.

In 1982 the New Mexico State Department of Education adopted a new form (Form U) of the CTBS which was administered to fifth and eighth grade students for the first time three years ago. Last spring (1983) the new test was administered to third grade students for the first time. Results for the fifth and eighth grades in this report compare data for the past three years, while third grade data compare two years only.

The data show that:

1. Test scores for each grade level of APS students are better than scores of students in the national norming population on every content area subtest. Performance on the spelling subtest is at or above the 50th percentile demonstrating improvement across the district in that content area.
2. Average percentile scores compare the performance of APS students to the national norm group. The range of average performance is from the 40th to the 60th percentiles.
   - *Third Grade students scored above average in language expression, language mechanics, math computation, math concepts and applications, science and social studies. Scores in 1984 represent an improvement in every content area as measured by the CTBS.*

- *Fifth Grade students showed an increase on most subtests when compared to 1983 fifth graders. Above average performance is noted in language mechanics, math computation, math concepts and applications, reference skills, and science.*
- *Eighth Grade students demonstrated improvement on most subtests. Increases are noted in the following areas when compared to 1983 performance: reading comprehension, language mechanics, math computation, math concepts and applications, spelling, reference skills, and science. Above average results for this group are noted in seven content areas.*

3. CTBS subtests at all three levels measure several academic skills in each content area. School personnel examine the skills analysis data to determine the degree to which students have mastered academic skills as measured by these tests.
   - *APS third graders scored as well as or better than the national norm group in 43 out of 47 skills.*
   - *Fifth grade students scored higher than or equal to the national norm group in all skills.*
   - *Students in the eighth grade scored better than the national norm group in 54 out of 55 skills measured.*
4. An examination of the number and percentage of students at all three grade levels reveals a general trend for APS students to score in the higher percentile ranges. In most subtests APS students score above the national median.
5. School by school data show the percentage of students in the below average, average, and above average ranges in the major content areas measured by these tests. Student attendance and mobility rates for each school are included since these factors may have an impact on group performance at each school.

ACKNOWLEDGEMENT

Instructional Research, Testing, and Evaluation wishes to thank APS Data Services for their professional cooperation and high quality service in scoring the CTBS at all grade levels.

COMPREHENSIVE TESTS OF BASIC SKILLS

General Information

The Comprehensive Tests of Basic Skills (CTBS) is a state-mandated achievement test that is administered each spring to students in three separate grade levels throughout New Mexico. Students in grades three, five, and eight are the target populations for the state assessment plan. This report contains summary results of the CTBS, Form U, as compared to the original nationwide norming sample.

The CTBS, Form U test battery measures the three basic skills areas of Reading, Language, and Mathematics by dividing the specific content areas into several subtests: Word Attack (level E, grade 3 only), Reading Vocabulary, Reading Comprehension, Language Mechanics, Language Expression, Mathematics Computation, and Mathematics Concepts and Applications. A Total Battery score is derived from the combined results of the above mentioned subtests. Spelling, Reference Skills (not included on level E, grade 3 test), Science, and Social Studies tests are administered as additional subtests and not included in the Total Battery score.

Each test item is categorized in one of four process classifications: recall, explicit information skills, inferential reasoning, and evaluation. This classification system, based in concept on Bloom's taxonomy, was designed by the test publisher to aid teachers in determining major strengths and shortcomings of the curriculum as it is conceptualized through instructional objectives and presented to students through instructional strategies.

The CTBS Form U Subtests and What They Measure

READING

A. Word Attack (level E, grade 3 only)

The word attack test includes three types of word recognition skills: phonetic decoding of words, decoding of words by structural parts, and recognition of sight words. Students are asked to recognize syllables, root words, affixes, compounds, and contractions.

READING (continued)

B. Reading Vocabulary

The reading vocabulary test consists of same meaning words, multimeaning words, unfamiliar words in context and the meaning of affixes. The student's task is to choose the synonym for the underlined word in each phrase or sentence.

C. Reading Comprehension

The items on the Reading Comprehension test are based on several reading selections. Some reading passages portray feelings and situations universally experienced by young people; other passages present enriching informative material.

At all levels the test measures specific skills in both literal and critical comprehension. Items test the student's ability to extract details, analyze characters, identify main ideas, and draw conclusions from passages. The test measures the ability to differentiate among writing techniques and among forms of writing.

SPELLING

Items on the Spelling Test measure applications of spelling rules for consonants, vowels, and various structural forms. Material is presented in the context of sentences with a missing word. The student identifies the correct spelling of the word that would complete the sentence.

The rationale for this item format is threefold:

1. Spelling words are taught in a meaningful context.
2. Recognition of a spelling error is a skill that a student would apply to proofreading his own written material.
3. Homonyms and other easily confused words represent important content in a spelling program, but can be tested only in the context of a sentence.

The misspellings in this test are common among students. The words included in each level of the spelling test were carefully selected to represent spelling rules widely taught at each level. From the student's wrong responses, the teacher can determine which rules the student needs to master.

LANGUAGE

A. Language Mechanics

This test measures punctuation and capitalization skills. The skills are presented in discrete sentences or passages. Editing skills are also tested.

B. Language Expression

The Language Expression Test contains items that measure skills in language usage and sentence structure. The items measure skills in the use of various parts of speech, formation and organization of sentences and paragraphs, writing for clarity, and the appropriate use of various writing styles. All items in the test are based on rules of standard written English.

MATHEMATICS

A. Mathematics Computation

This test consists of items in addition, subtraction, multiplication, and division. Depending on the level of the test, there are items in each section dealing with whole numbers, fractions, decimals, integers, algebraic expressions, exponents, and percents.

B. Mathematics Concepts and Applications

The Mathematics Concepts and Applications test measures the student's understanding of math concepts. Specific skills include numeration, number sentences, number theory, problem solving, measurement, and geometry. This test also measures the student's ability to select and carry out problem solving operations.

REFERENCE SKILLS (not included on level E, grade 3 test)

The Reference Skills Test measures the ability to find and use reference materials and to follow library procedures. Item content is related to parts of books, dictionary use, library skills and consumer skills. This test assumes that the student has had a library available and has received instruction in its use.

SCIENCE

The Science Test assesses the student's ability to investigate problems in science and, to a lesser degree, to recall scientific facts or concepts. Investigative skills measured are the abilities to classify objects or phenomena, measure or quantify data, recognize a trend in data, predict outcomes, recognize methods of inquiry, and analyze an experimental design. The student demonstrates these skills by interacting with data presented in charts, diagrams, drawings, graphs, and written passages. The items are distributed across the various content areas of botany, zoology, ecology, physics, chemistry and land, sea, or space science.

SOCIAL STUDIES

The Social Studies items measure the student's grasp of concepts, generalizations, and inquiry skills necessary for effective problem solving in social studies. These skills are tested in settings drawn from six content areas: geography, economics, history, political science, sociology and interdisciplinary studies. The student is required to recall specific information, to read maps and other graphic material, to interpret verbal material, to distinguish fact from opinion, and to employ formal logic in problem solving.

COMPOSITION OF CTBS BATTERY

FORM U

GRADE 3, LEVEL E
GRADE 5, LEVEL G
GRADE 8, LEVEL H

CONTENT AREA	SUBTESTS	NUMBER OF ITEMS BY GRADE 3	5 and 8
Reading	Word Attack †	35	
	Test 1 - Reading Vocabulary	30	45
	Test 2 - Reading Comprehension	30	45
Spelling	Test 3 - Spelling *	25	30
Language	Test 4 - Language Mechanics	20	30
	Test 5 - Language Expression	25	45
Mathematics	Test 6 - Mathematics Computation	36	40
	Test 7 - Mathematics Concepts & Applications	40	45
Reference Skills	Test 8 - Reference Skills †		20
Science	Test 9 - Science	30	40
Social Studies	Test 10 - Social Studies	30	40

†The Level E test for grade 3 is the only one that includes a Word Attack Test, but does not have a Reference Skills Test.

*Spelling is a completely separate subtest and category not included in any subtotals or the Battery Total.

The fewer the number of items is for any particular subtest, the greater is the impact of missing each item in the overall indivdual, school, or district score.

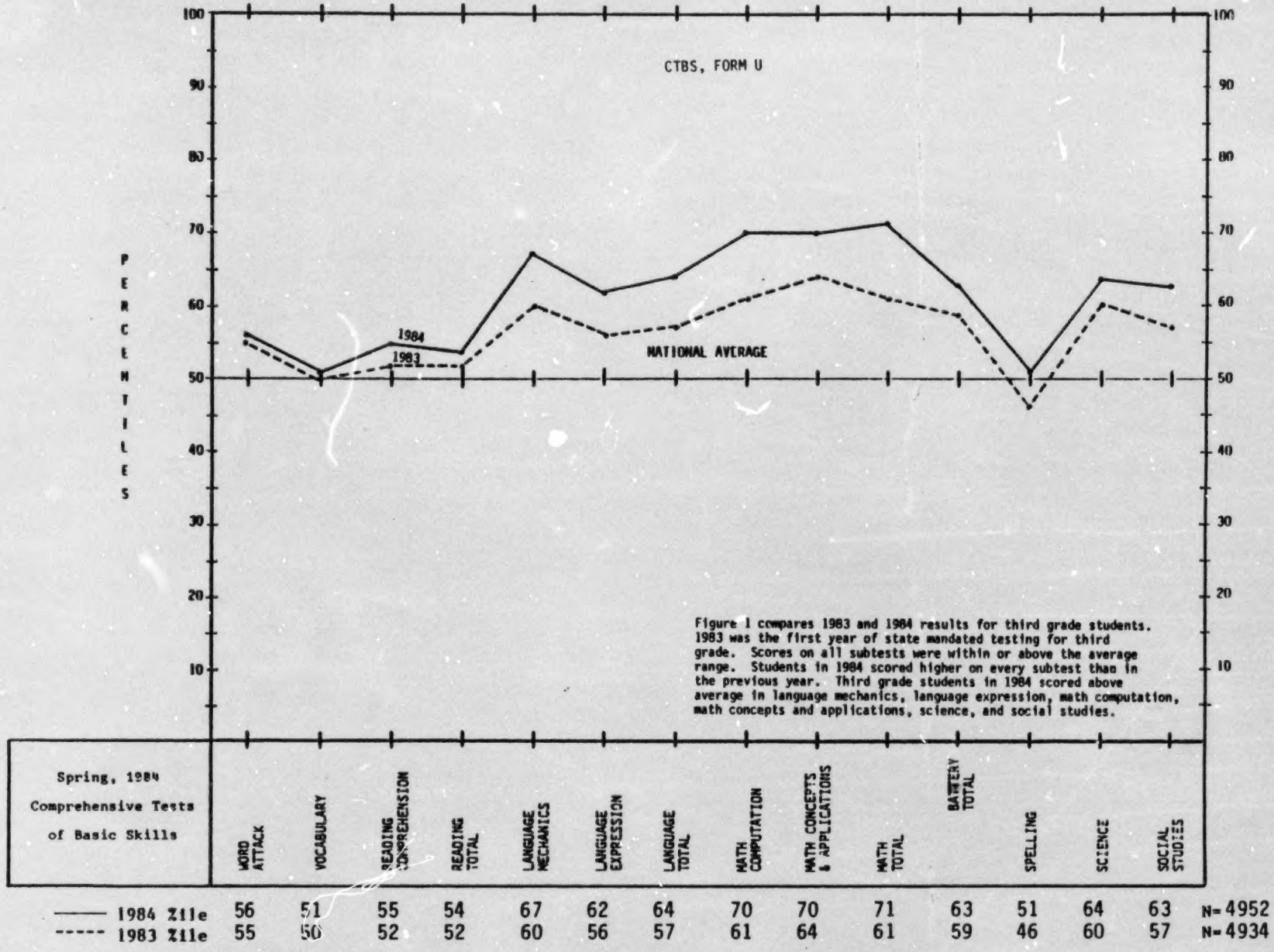
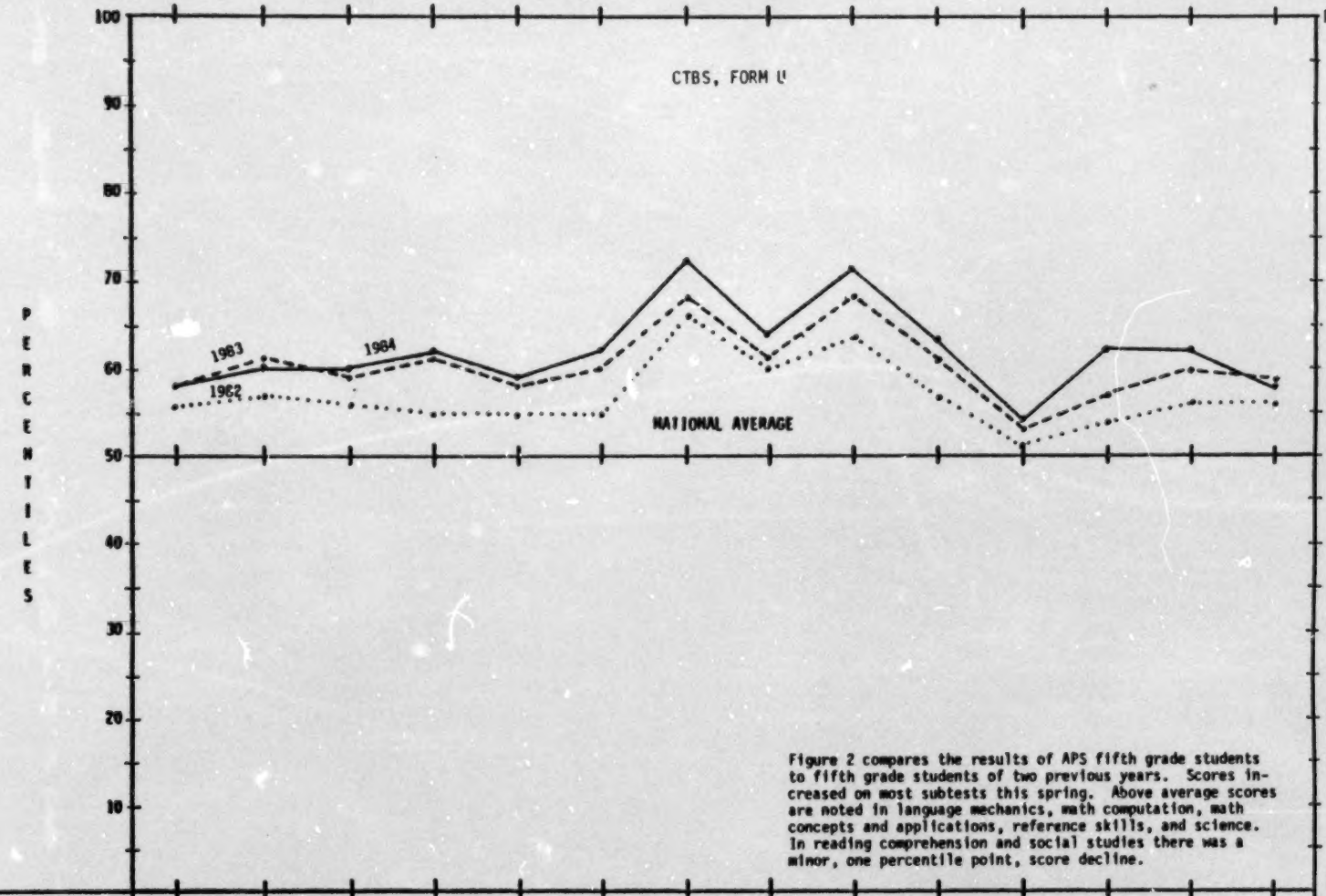

CTBS, FORM U
PERCENTILES
100
90
80
70
60
50
40
30
20
10
1984
1983
NATIONAL AVERAGE
Figure 1 compares 1983 and 1984 results for third grade students. 1983 was the first year of state mandated testing for third grade. Scores on all subtests were within or above the average range. Students in 1984 scored higher on every subtest than in the previous year. Third grade students in 1984 scored above average in language mechanics, language expression, math computation, math concepts and applications, science, and social studies.
Spring, 1984
Comprehensive Tests
of Basic Skills
WORD ATTACK
VOCABULARY
READING COMPREHENSION
READING TOTAL
LANGUAGE MECHANICS
LANGUAGE EXPRESSION
LANGUAGE TOTAL
MATH COMPUTATION
MATH CONCEPTS & APPLICATIONS
MATH TOTAL
BATTERY TOTAL
SPELLING
SCIENCE
SOCIAL STUDIES
1984 %ile 56 51 55 54 67 62 64 70 70 71 63 51 64 63 N=4952
1983 %ile 55 50 52 52 60 56 57 61 64 61 59 46 60 57 N=4934

FIGURE 1. APS 1984 AVERAGE PERCENTILE SCORES, Grade 3


CTBS, FORM U
PERCENTILES
100
90
80
70
60
50
40
30
20
10
1983
1984
1982
NATIONAL AVERAGE
Figure 2 compares the results of APS fifth grade students to fifth grade students of two previous years. Scores increased on most subtests this spring. Above average scores are noted in language mechanics, math computation, math concepts and applications, reference skills, and science. In reading comprehension and social studies there was a minor, one percentile point, score decline.

Spring, 1984 Comprehensive Tests of Basic Skills	VOCABULARY	READING COMPREHENSION	READING TOTAL	LANGUAGE MECHANICS	LANGUAGE EXPRESSION	LANGUAGE TOTAL	MATH COMPUTATION	MATH CONCEPTS & APPLICATIONS	MATH TOTAL	BATTERY TOTAL	SPELLING	REFERENCE SKILLS	SCIENCE	SOCIAL STUDIES	
—— 1984 %ile	58	60	60	62	59	62	72	64	71	63	54	62	62	58	N= 4978
----- 1983 %ile	58	61	59	61	58	60	68	61	68	61	53	57	60	59	N= 5120
····· 1982 %ile	56	57	56	55	55	55	66	60	64	57	51	54	56	56	N= 5167

FIGURE 2. APS 1984 AVERAGE PERCENTILE SCORES, Grade 5

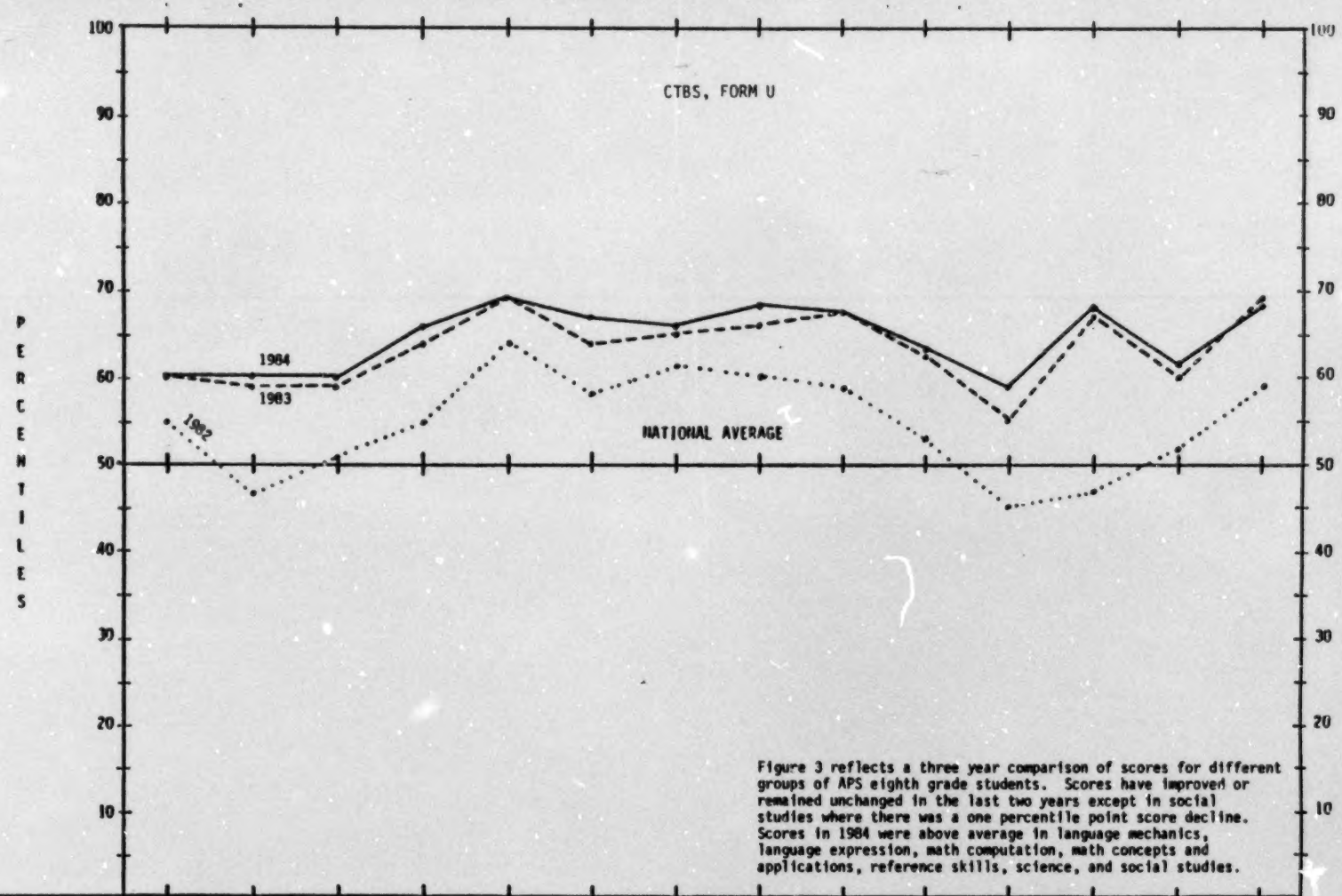


Figure 3 reflects a three year comparison of scores for different groups of APS eighth grade students. Scores have improved or remained unchanged in the last two years except in social studies where there was a one percentile point score decline. Scores in 1984 were above average in language mechanics, language expression, math computation, math concepts and applications, reference skills, science, and social studies.

Spring, 1984 Comprehensive Tests of Basic Skills	VOCABULARY	READING COMPREHENSION	READING TOTAL	LANGUAGE MECHANICS	LANGUAGE EXPRESSION	LANGUAGE TOTAL	MATH COMPUTATION	MATH CONCEPTS & APPLICATIONS	MATH TOTAL	BATTERY TOTAL	SPELLING	REFERENCE SKILLS	SCIENCE	SOCIAL STUDIES	
——— 1984 %ile	60	60	60	66	69	67	66	68	67	63	59	68	61	68	N= 5392
----- 1983 %ile	60	59	59	64	69	64	65	66	67	62	55	67	60	69	N= 5328
····· 1982 %ile	55	47	51	55	64	58	61	60	59	53	45	47	52	59	N= 5144

FIGURE 3. APS 1984 AVERAGE PERCENTILE SCORES, Grade 8

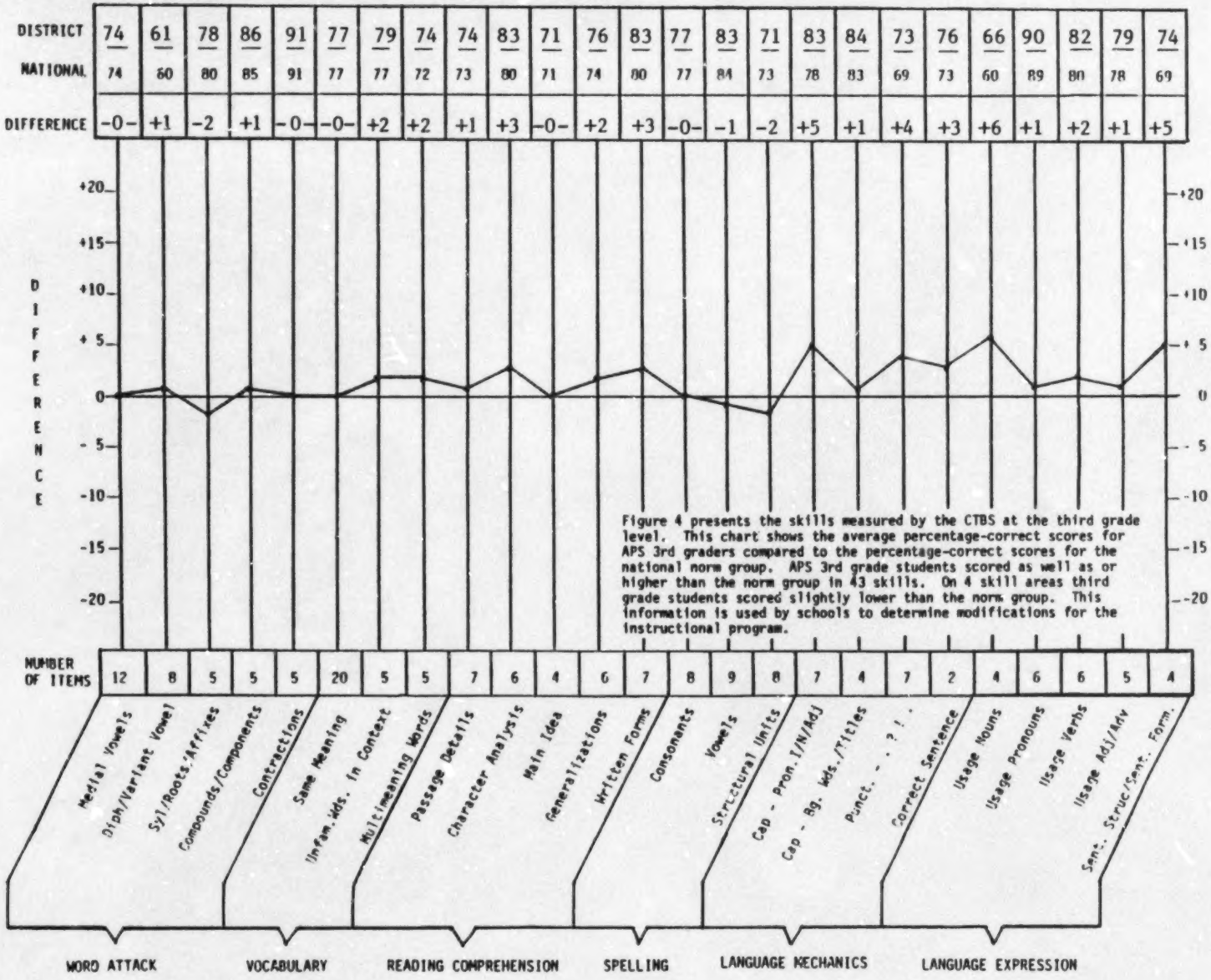

DISTRICT 74 61 78 86 91 77 79 74 74 83 71 76 83 77 83 71 83 84 73 76 66 90 82 79 74
NATIONAL 74 60 80 85 91 77 77 72 73 80 71 74 80 77 84 73 78 83 69 73 60 89 80 78 69
DIFFERENCE -0- +1 -2 +1 -0- -0- +2 +2 +1 +3 -0- +2 +3 -0- -1 -2 +5 +1 +4 +3 +6 +1 +2 +1 +5
DIFFERENCE
+20
+15
+10
+ 5
0
- 5
-10
-15
-20
Figure 4 presents the skills measured by the CTBS at the third grade level. This chart shows the average percentage-correct scores for APS 3rd graders compared to the percentage-correct scores for the national norm group. APS 3rd grade students scored as well as or higher than the norm group in 43 skills. On 4 skill areas third grade students scored slightly lower than the norm group. This information is used by schools to determine modifications for the instructional program.
NUMBER OF ITEMS 12 8 5 5 5 20 5 5 7 6 4 6 7 8 9 8 7 4 7 2 4 6 6 5 4
Medial Vowels
Diph/Variant Vowel
Syl/Roots/Affixes
Compounds/Components
Contractions
Same Meaning
Unfam. Wds. in Context
Multimeaning Words
Passage Details
Character Analysis
Main Idea
Generalizations
Written Forms
Consonants
Vowels
Structural Units
Cap - Pron. I/N/Adj
Cap - Bg. Wds./Titles
Punct. . , ? ! "
Correct Sentence
Usage Nouns
Usage Pronouns
Usage Verbs
Usage Adj/Adv
Sent.: Struc/Sent.: Form.
WORD ATTACK
VOCABULARY
READING COMPREHENSION
SPELLING
LANGUAGE MECHANICS
LANGUAGE EXPRESSION

FIGURE 4.

CTBS SKILLS ANALYSIS
Grade 3, APS
SPRING, 1984

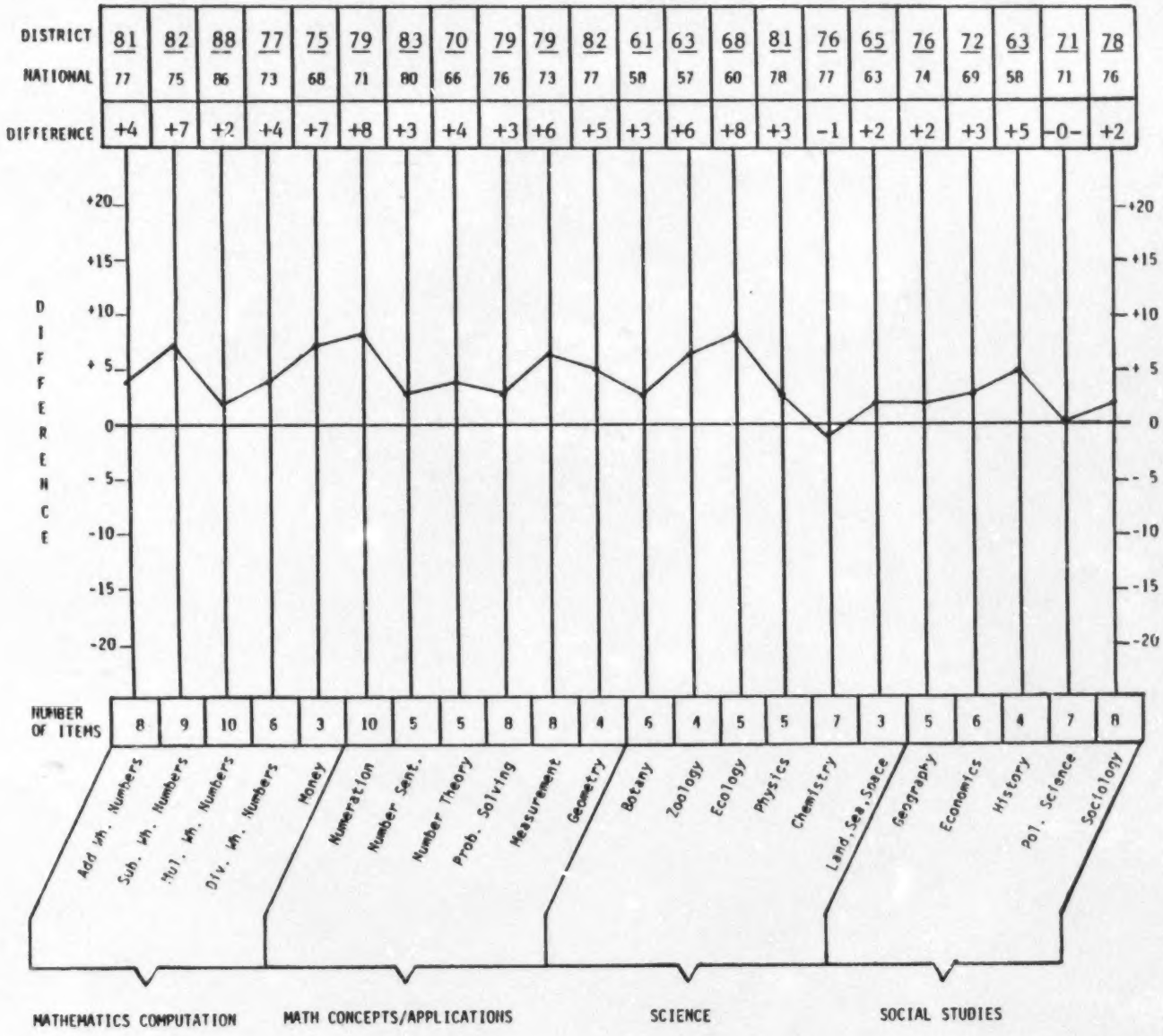


FIGURE 4. (continued)

CTBS SKILLS ANALYSIS
Grade 3, APS
SPRING, 1984

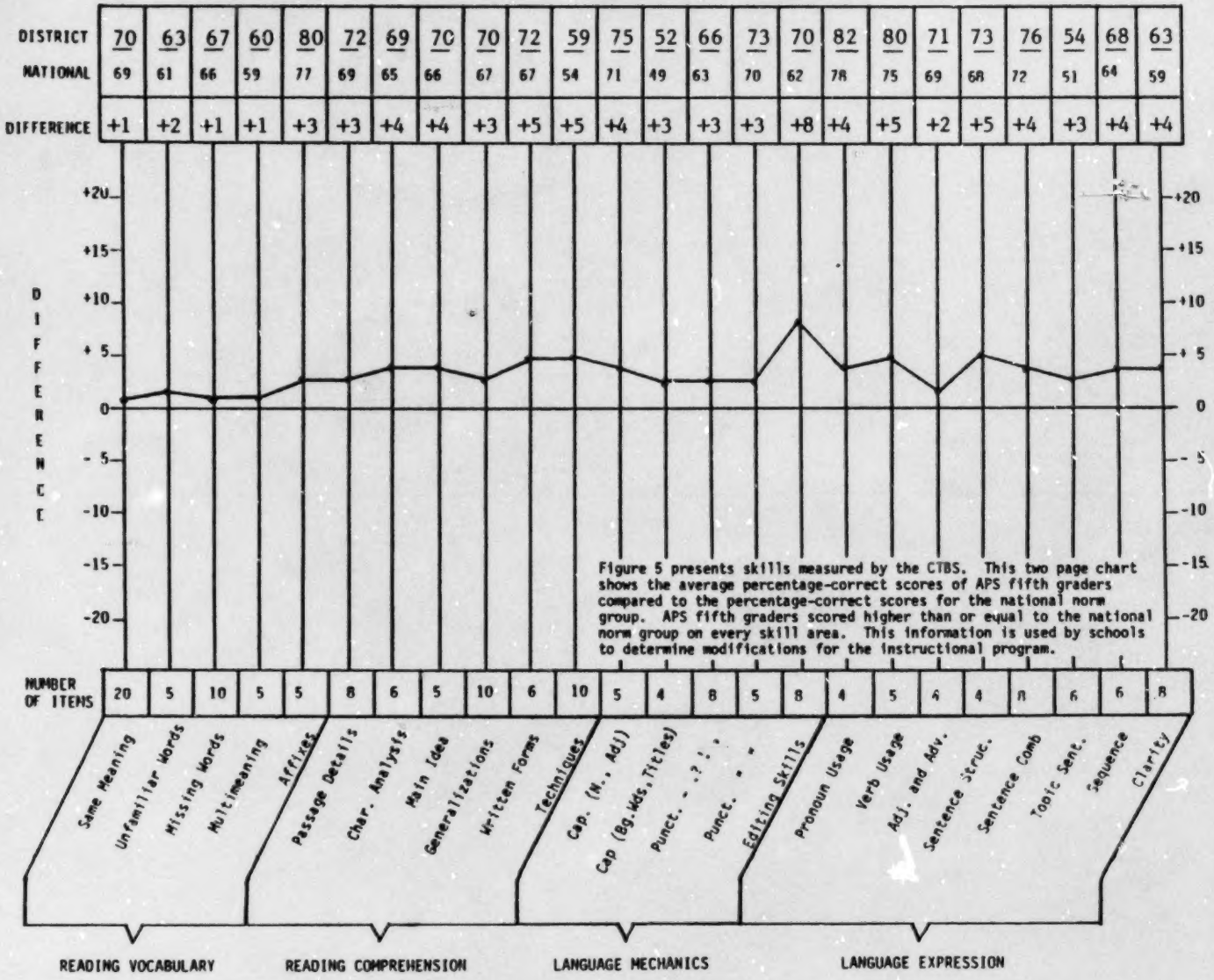

DISTRICT 70 63 67 60 80 72 69 70 70 72 59 75 52 66 73 70 82 80 71 73 76 54 68 63
NATIONAL 69 61 66 59 77 69 65 66 67 67 54 71 49 63 70 62 78 75 69 68 72 51 64 59
DIFFERENCE +1 +2 +1 +1 +3 +3 +4 +4 +3 +5 +5 +4 +3 +3 +3 +8 +4 +5 +2 +5 +4 +3 +4 +4
DIFFERENCE
+20
+15
+10
+5
0
-5
-10
-15
-20
NUMBER OF ITEMS 20 5 10 5 5 8 6 5 10 6 10 5 4 8 5 8 4 5 6 4 8 6 6 8
Same Meaning
Unfamiliar Words
Missing Words
Multimeaning
Affixes
Passage Details
Char. Analysis
Main Idea
Generalizations
Written Forms
Techniques
Cap. (N., Adj)
Cap (Bg.Wds,Titles)
Punct. . ? ! ,
Punct. " "
Editing Skills
Pronoun Usage
Verb Usage
Adj. and Adv.
Sentence Struc.
Sentence Comb
Topic Sent.
Sequence
Clarity
READING VOCABULARY
READING COMPREHENSION
LANGUAGE MECHANICS
LANGUAGE EXPRESSION

Figure 5 presents skills measured by the CTBS. This two page chart shows the average percentage-correct scores of APS fifth graders compared to the percentage-correct scores for the national norm group. APS fifth graders scored higher than or equal to the national norm group on every skill area. This information is used by schools to determine modifications for the instructional program.

IGURE 5.

TBS SKILLS ANALYSIS
rade 5, APS
PRING, 1984

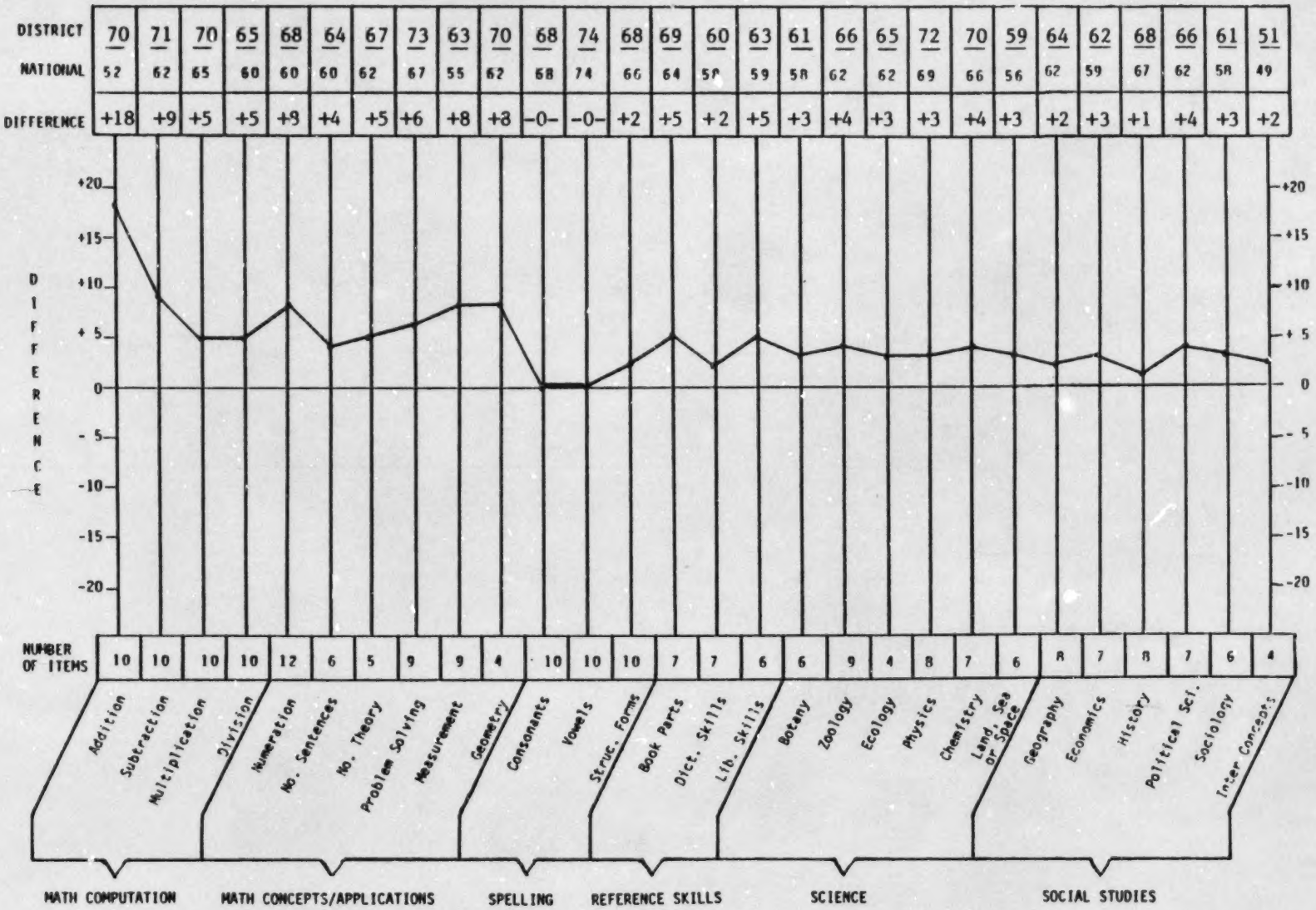


FIGURE 5. (continued)

CTBS SKILLS ANALYSIS
Grade 5, APS
SPRING, 1984

29

28

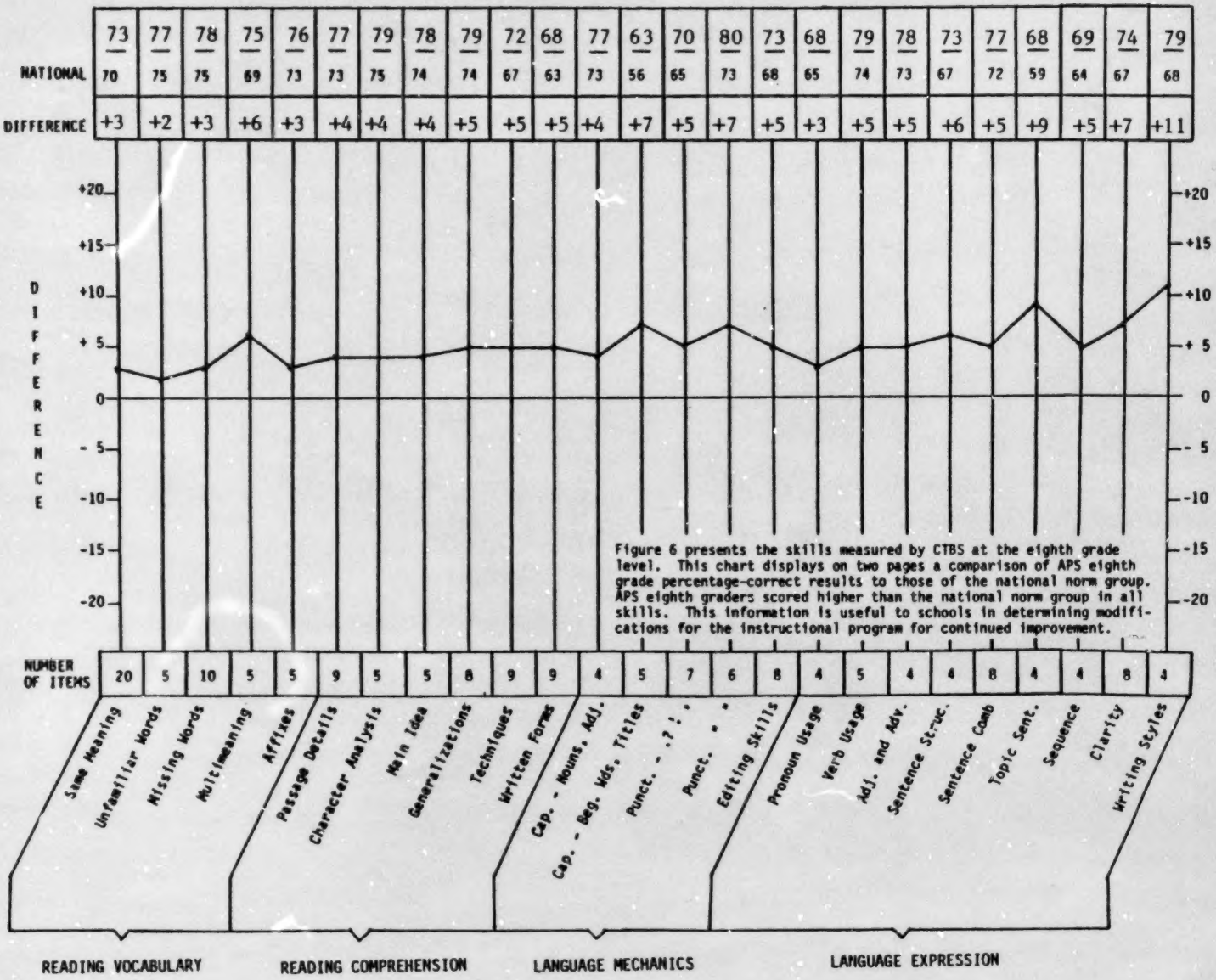

NATIONAL
DIFFERENCE
73 77 78 75 76 77 79 78 79 72 68 77 63 70 80 73 68 79 78 73 77 68 69 74 79
70 75 75 69 73 73 75 74 74 67 63 73 56 65 73 68 65 74 73 67 72 59 64 67 68
+3 +2 +3 +6 +3 +4 +4 +4 +5 +5 +5 +4 +7 +5 +7 +5 +3 +5 +5 +6 +5 +9 +5 +7 +11
+20
+15
+10
+5
0
-5
-10
-15
-20
DIFFERENCE
Figure 6 presents the skills measured by CTBS at the eighth grade level. This chart displays on two pages a comparison of APS eighth grade percentage-correct results to those of the national norm group. APS eighth graders scored higher than the national norm group in all skills. This information is useful to schools in determining modifications for the instructional program for continued improvement.
NUMBER OF ITEMS
20 5 10 5 5 9 5 5 8 9 9 4 5 7 6 8 4 5 4 4 8 4 4 8 4
Same Meaning
Unfamiliar Words
Missing Words
Multimeaning
Affixes
Passage Details
Character Analysis
Main Idea
Generalizations
Techniques
Written Forms
Cap. - Nouns, Adj.
Cap. - Beg. Wds. Titles
Punct. - ? : ;
Punct. . ,
Editing Skills
Pronoun Usage
Verb Usage
Adj. and Adv.
Sentence Struc.
Sentence Comb
Topic Sent.
Sequence
Clarity
Writing Styles
READING VOCABULARY
READING COMPREHENSION
LANGUAGE MECHANICS
LANGUAGE EXPRESSION

FIGURE 6.

CTBS SKILLS ANALYSIS
Grade 8, APS
SPRING, 1984

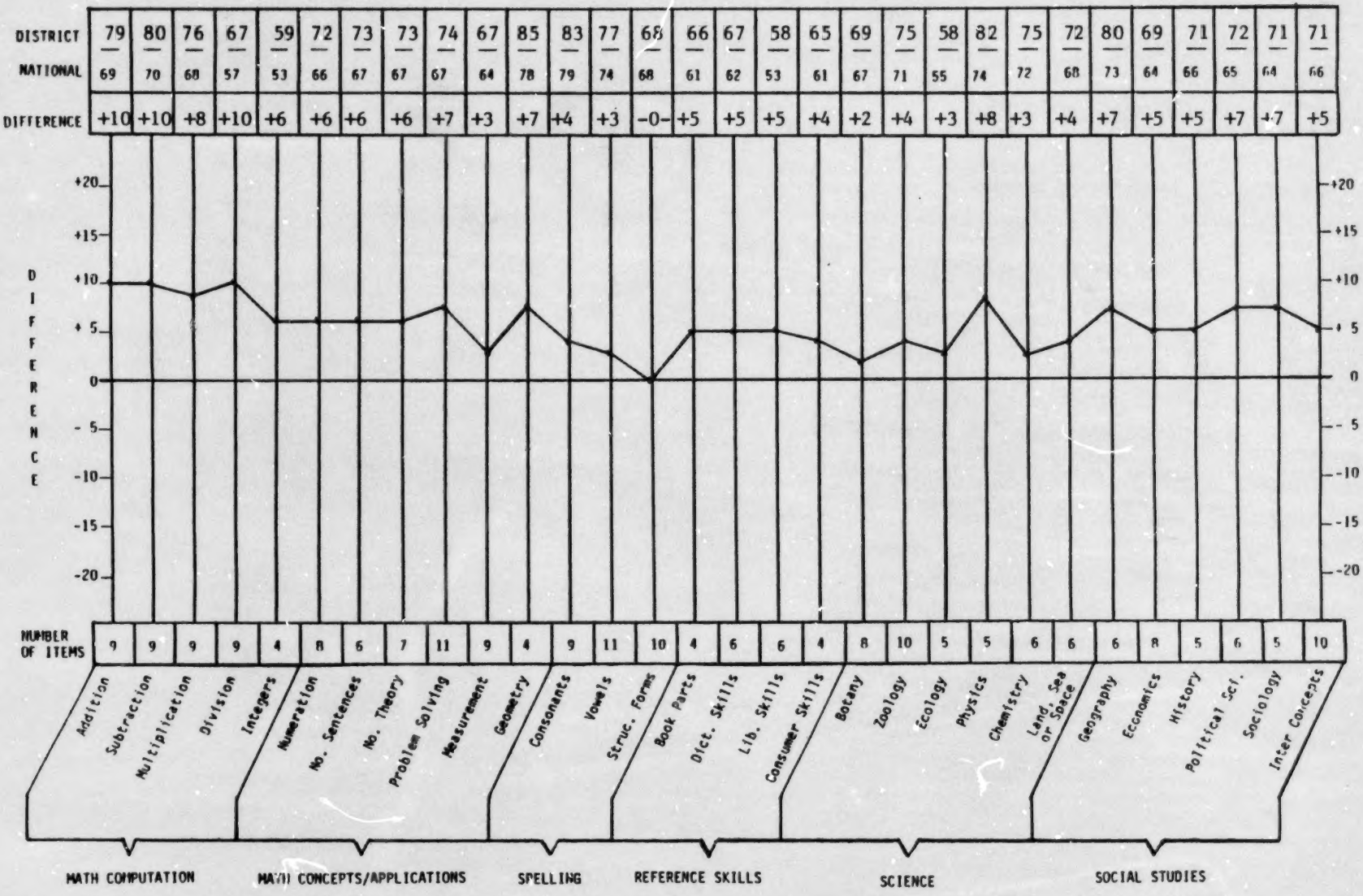


FIGURE 6. (continued)

CTBS SKILLS ANALYSIS
Grade 8, APS
SPRING, 1984

CTBS, FORM U

NUMBER AND PERCENT OF STUDENTS IN EACH PERCENTILE RANGE

SPRING, 1984

APS THIRD GRADE

	COMPREHENSIVE TESTS OF BASIC SKILLS													
	WORD ATT	READ VOCAB	READ COMP	READ TOTAL	LANG MECH	LANG EXPR	LANG TOTAL	MATH COMP	MATH CONC & APPL	MATH TOTAL	BATT TOTAL	SPELL	SCIENCE	SOCIAL STU
76 TH THROUGH 99 TH PERCENTILE ▶	1040	1306	1171	1156	1414	1191	1533	1710	1591	1862	1656	1364	1531	1416
	21%	27%	24%	24%	29%	24%	31%	35%	33%	38%	34%	28%	31%	29%
75TH PERCENTILE														
51 ST THROUGH 75 TH PERCENTILE ▶	2174	1234	1436	1396	1274	1601	1370	1690	1393	1361	1321	943	1437	1336
	44%	25%	29%	28%	25%	33%	28%	34%	28%	28%	27%	19%	30%	27%
50TH PERCENTILE														
26 TH THROUGH 50 TH PERCENTILE ▶	1149	1407	1435	1541	1381	1179	1208	662	1286	1032	1166	1348	1091	1292
	23%	28%	29%	31%	28%	24%	25%	13%	26%	21%	24%	27%	22%	26%
25TH PERCENTILE														
1ST THROUGH 25TH PERCENTILE ▶	585	995	895	834	884	952	806	875	655	666	735	1277	845	854
	12%	20%	18%	17%	18%	19%	16%	18%	13%	13%	15%	26%	17%	18%
TOTAL N=	4948	4942	4937	4927	4926	4923	4917	4937	4925	4921	4878	4932	4904	4898

The above information can be used in two ways:

1. To determine how many students scored in the high, above average, below average, and low achievement percentile range groups.
2. To determine what percentage of the students scored in each of the four percentile range groups.

The actual number of students will be of more interest to persons responsible for providing special services or materials to a particular type of student.

The percentage of students expected in each percentile range in any normal distribution is always 25%. The extent in which APS percentages are above or below 25% in each category reflects whether there is a greater or lesser percentage of students in that group than typically expected.

TABLE 1.

CTBS PERCENTILE RANGE ANALYSIS
APS, Grade 3

CTBS, FORM U

NUMBER AND PERCENT OF STUDENTS IN EACH PERCENTILE RANGE

SPRING, 1984

APS FIFTH GRADE

	COMPREHENSIVE TESTS OF BASIC SKILLS													
	READ VOCAB	READ COMP	READ TOTAL	LANG MECH	LANG EXPR	LANG TOTAL	MATH COMP	MATH CONC & APPL	MATH TOTAL	BATT TOTAL	SPELL	REF SKILLS	SCIENCE	SOCIAL STU
76 TH THROUGH 99 TH PERCENTILE ▶	1388	1464	1459	1627	1257	1534	2504	1632	2321	1539	1221	1512	1509	1176
	28%	29%	29%	33%	25%	31%	50%	33%	47%	31%	25%	30%	31%	24%
							75TH PERCENTILE							
51 ST THROUGH 75 TH PERCENTILE ▶	1470	1477	1391	1199	1587	1285	992	1561	1118	1365	1255	1343	1612	1616
	29%	30%	28%	24%	32%	26%	20%	31%	23%	28%	25%	27%	33%	33%
							50TH PERCENTILE							
26 TH THROUGH 50 TH PERCENTILE ▶	1130	1251	1296	1182	1275	1328	878	1031	905	1250	1263	1292	961	1240
	23%	25%	26%	24%	26%	27%	18%	21%	18%	26%	25%	26%	19%	25%
							25TH PERCENTILE							
1ST THROUGH 25TH PERCENTILE ▶	985	781	825	965	845	807	603	738	611	758	1230	813	860	897
	20%	16%	17%	19%	17%	16%	12%	15%	12%	15%	25%	17%	17%	18%
TOTAL N=	4973	4973	4971	4973	4964	4954	4977	4962	4955	4912	4969	4960	4942	4929

The above information can be used in two ways:

1. To determine how many students scored in the high, above average, below average, and low achievement percentile range groups.
2. To determine what percentage of the students scored in each of the four percentile range groups.

The actual number of students will be of more interest to persons responsible for providing special services or materials to a particular type of student.

The percentage of students expected in each percentile range in any normal distribution is always 25%. The extent in which APS percentages are above or below 25% in each category reflects whether there is a greater or lesser percentage of students in that group than typically expected.

TABLE 2.

CTBS PERCENTILE RANGE ANALYSIS
APS, Grade 5

CTBS, FORM U

NUMBER AND PERCENT OF STUDENTS IN EACH PERCENTILE RANGE

SPRING, 1984

APS EIGHTH GRADE

	COMPREHENSIVE TESTS OF BASIC SKILLS													
	READ VOCAB	READ COMP	READ TOTAL	LANG MECH	LANG EXPR	LANG TOTAL	MATH COMP	MATH CONC & APPL	MATH TOTAL	BATT TOTAL	SPELL	REF SKILLS	SCIENCE	SOCIAL STU
76 TH THROUGH 99 TH PERCENTILE ▶	1714	1683	1677	1999	1934	1961	2159	1913	2090	1820	1683	1695	1501	1598
	32%	31%	31%	37%	36%	37%	40%	36%	39%	34%	31%	32%	28%	30%
75TH PERCENTILE														
51 ST THROUGH 75 TH PERCENTILE ▶	1371	1626	1430	1300	1629	1355	1297	1576	1317	1366	1295	1324	1467	1539
	26%	30%	27%	24%	30%	25%	24%	29%	24%	26%	24%	25%	27%	29%
50TH PERCENTILE														
26 TH THROUGH 50 TH PERCENTILE ▶	1249	1101	1376	1272	1041	1307	1159	987	1227	1314	1305	1609	1534	1564
	23%	21%	26%	24%	19%	24%	22%	18%	23%	25%	24%	30%	29%	29%
25TH PERCENTILE														
1ST THROUGH 25TH PERCENTILE ▶	1040	961	881	796	777	723	773	914	743	792	1088	718	847	648
	19%	18%	16%	15%	15%	14%	14%	17%	14%	15%	20%	13%	16%	12%
TOTAL N=	5376	5373	5366	5369	5383	5348	5390	5392	5379	5392	5373	5348	5351	5352

The above information can be used in two ways:

1. To determine how many students scored in the high, above average, below average, and low achievement percentile range groups.
2. To determine what percentage of the students scored in each of the four percentile range groups.

The actual number of students will be of more interest to persons responsible for providing special services or materials to a particular type of student.

The percentage of students expected in each percentile range in any normal distribution is always 25%. The extent in which APS percentages are above or below 25% in each category reflects whether there is a greater or lesser percentage of students in that group than typically expected.

TABLE 3.

CTBS PERCENTILE RANGE ANALYSIS
APS, Grade 8

PERCENTAGE OF STUDENTS IN THE †BELOW AVERAGE, AVERAGE, AND ABOVE AVERAGE
SCORE RANGES BY SCHOOL ON C.T.B.S.
1983 - 1984
Grade 3

TABLE 4
ELEMENTARY SCHOOLS

		READING			LANGUAGE			MATH			SPELLING			SCIENCE			SOCIAL STUDIES			*STUDENT ATTENDANCE RATE IN PERCENT	**STUDENT MOBILITY RATE IN PERCENT
	N	†BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA		
A. MONTOYA	65	22	50	28	22	53	25	17	52	31	31	41	28	15	56	29	15	51	34	93	36
ACOMA	66	5	57	38	9	42	49	0	33	67	17	39	44	8	39	53	3	53	44	96	38
ADOBE ACRES	59	12	63	25	15	44	41	20	27	53	24	39	37	14	39	47	9	50	41	94	37
ALAMEDA	63	21	60	19	20	50	30	24	50	26	38	45	17	16	56	28	25	55	20	95	32
ALAMOSA	93	49	45	6	45	46	9	36	54	10	59	36	5	36	54	10	46	44	10	92	40
ALVARADO	76	12	51	37	13	51	36	12	50	38	22	56	22	16	52	32	11	66	23	95	25
APACHE	69	16	55	29	12	53	35	9	54	37	26	45	29	15	51	34	13	52	35	95	36
ARMIJO	50	14	64	22	6	54	40	8	50	42	17	48	35	13	56	31	6	59	35	95	43
ARROYO DEL OSO	97	8	63	29	8	65	27	6	48	46	20	49	31	5	54	41	6	62	32	95	26
ATRISCO	66	39	52	9	39	49	12	32	53	15	44	36	20	27	61	12	39	53	8	94	27
BANDELIER	41	0	41	59	0	51	49	0	23	77	5	49	46	3	32	65	0	35	65	95	33
BARCELONA	56	27	64	9	23	59	18	34	39	27	41	50	9	23	56	21	29	55	16	94	56
BEL-AIR	52	8	75	17	6	67	27	4	54	42	12	51	37	13	62	25	12	53	35	95	32
BELLEHAVEN	53	21	56	23	23	58	19	13	61	26	21	54	25	17	58	25	25	45	30	95	44
CARLOS REY	133	35	53	12	27	59	14	28	55	17	45	42	13	40	45	15	36	52	12	95	38
CHAPARRAL	69	18	69	13	15	61	24	16	62	22	32	55	13	18	66	16	15	73	12	93	34
CHELWOOD	102	9	57	34	12	63	25	13	45	42	20	49	31	8	55	37	11	55	34	95	38
COCHITI	60	18	67	15	27	55	18	20	56	24	47	36	17	23	54	23	21	63	16	94	39
COLLET PARK	71	6	67	27	8	54	38	4	50	46	17	45	38	6	54	40	4	60	36	95	43
COMANCHE	67	11	53	36	9	54	37	12	36	52	21	51	28	13	51	36	12	52	36	95	30
CORRALES	51	24	68	8	43	53	4	33	55	12	55	41	4	31	47	22	24	60	16	93	22
DENNIS CHAVEZ	92	8	56	36	5	59	36	3	47	50	12	58	30	4	58	38	8	57	35	96	25
DOLORES GONZALES	59	22	68	10	30	49	21	23	54	23	42	31	27	23	56	21	26	55	19	94	49
DURANES	52	37	55	8	31	57	12	31	57	12	40	47	13	35	44	21	38	52	10	94	51
EAST SAN JOSE	63	17	80	3	22	54	24	8	65	27	32	49	19	24	67	9	17	63	20	95	47

*STUDENT ATTENDANCE RATE refers to the percentage of students in attendance on an average school day. Data provided by Organizational Analysis and Research, Summer, 1984.

**STUDENT MOBILITY RATE refers to the percentage of students entering and/or leaving the school during the school year. Data provided by Organizational Analysis and Research, Summer, 1984. The average APS mobility rate was 39.30% for elementary schools and 32.10% for middle schools.

PERCENTAGE OF STUDENTS IN THE †BELOW AVERAGE, AVERAGE, AND ABOVE AVERAGE
SCORE RANGES BY SCHOOL ON C.T.B.S.
1983 - 1984
Grade 3

TABLE 4 (continued)
ELEMENTARY SCHOOLS

		READING			LANGUAGE			MATH			SPELLING			SCIENCE			SOCIAL STUDIES			*STUDENT ATTENDANCE RATE IN PERCENT	**STUDENT MOBILITY RATE IN PERCENT
	N	†BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA		
EMERSON	80	23	63	14	30	50	20	23	56	21	31	44	25	33	47	20	27	51	22	93	80
EUBANK	41	15	56	29	15	65	20	22	46	32	20	60	20	12	59	29	12	61	27	95	36
EUGENE FIELD	65	60	34	6	58	34	8	61	36	3	62	30	8	65	29	6	71	24	5	95	73
GOVERNOR BENT	58	9	56	35	11	51	38	5	48	47	13	49	38	14	49	37	11	45	44	95	48
GRIEG'S	41	17	54	29	20	53	27	15	41	44	22	61	17	17	51	32	22	49	29	94	39
HAWTHORNE	61	12	78	10	15	50	35	7	48	45	25	53	22	12	54	34	15	63	22	95	62
HODGIN	107	17	73	10	16	65	19	10	57	33	22	49	29	24	56	20	16	62	22	95	54
HUBERT HUMPHREY	135	4	60	36	4	37	59	2	39	59	12	52	36	4	52	44	5	52	43	96	19
INEZ	33	6	67	27	12	52	36	3	59	38	18	58	24	3	59	38	6	63	31	95	46
JOHN BAKER	94	3	51	46	2	44	54	0	28	72	11	43	46	4	53	43	3	49	48	96	17
KIRTLAND	70	13	62	25	10	58	32	4	58	38	16	46	38	10	55	35	14	61	25	95	49
KIT CARSON	78	45	54	1	42	48	10	31	55	14	62	28	10	44	41	15	43	44	13	94	41
LA LUZ	65	40	48	12	31	51	18	20	58	22	49	36	15	34	52	14	33	50	17	96	37
LA MESA	69	32	58	10	23	55	22	16	65	19	36	45	19	31	54	15	34	54	12	93	86
LAVALAND	90	27	64	9	27	53	26	12	59	29	28	51	21	28	55	17	26	55	19	94	41
LONGFELLOW	50	4	74	22	6	60	34	8	64	28	32	48	20	20	56	24	18	49	33	95	31
LOS PADILLAS	49	33	59	8	24	62	14	33	55	12	47	35	18	33	43	24	29	53	18	94	33
LOWELL	33	30	67	3	34	50	16	30	49	21	34	47	19	30	52	18	33	52	15	94	56
MACARTHUR	31	23	67	10	35	46	19	29	48	23	26	55	19	35	42	23	26	51	23	95	27
MARIE HUGHES	87	6	58	36	5	51	44	3	54	43	10	49	41	5	51	44	6	54	40	95	26
MARK TWAIN	45	5	81	14	5	70	25	2	56	42	18	64	18	7	69	24	7	71	22	95	38
MATHESON PARK	103	6	55	39	5	44	51	5	34	61	13	37	50	7	43	50	3	47	50	95	32
MCCOLLUM	48	10	69	21	8	57	35	2	65	33	25	48	27	8	69	23	4	65	31	94	30
MISSION AVENUE	55	16	71	13	9	75	16	9	55	36	16	62	22	15	60	25	18	60	22	94	52
MITCHELL	66	5	54	41	9	53	38	6	46	48	6	50	44	3	50	47	5	56	39	96	24

*STUDENT ATTENDANCE RATE refers to the percentage of students in attendance on an average school day. Data provided by Organizational Analysis and Research, Summer, 1984.

**STUDENT MOBILITY RATE refers to the percentage of students entering and/or leaving the school during the school year. Data provided by Organizational Analysis and Research, Summer, 1984. The average APS mobility rate was 39.30% for elementary schools and 32.10% for middle schools.

PERCENTAGE OF STUDENTS IN THE +BELOW AVERAGE, AVERAGE, AND ABOVE AVERAGE
SCORE RANGES BY SCHOOL ON C.T.B.S.
1983 - 1984
Grade 3

TABLE 4 (continued)

ELEMENTARY SCHOOLS	N	READING			LANGUAGE			MATH			SPELLING			SCIENCE			SOCIAL STUDIES			*STUDENT ATTENDANCE RATE IN PERCENT	**STUDENT MOBILITY RATE IN PERCENT
		+BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA		
MONTE VISTA	71	9	53	38	12	47	41	9	37	54	21	50	29	10	41	49	10	35	55	94	32
MONTEZUMA	33	18	64	18	15	49	36	12	40	48	24	37	39	15	43	42	9	76	15	95	28
MOUNTAIN VIEW	49	27	61	12	16	57	27	16	51	33	31	47	22	40	35	25	31	61	8	95	41
NAVAJO	98	31	58	11	25	55	20	32	50	18	46	38	16	20	59	21	20	58	22	95	34
OLD TOWN	53	21	64	15	13	41	46	15	52	33	42	33	25	19	64	17	21	58	21	95	53
ONATE	69	6	40	54	3	30	67	0	28	72	9	37	54	3	38	59	4	42	54	95	28
OSUNA	66	6	57	37	2	57	41	3	39	58	6	58	36	6	49	45	6	49	45	96	28
PAJARITO	71	32	54	14	37	52	11	27	45	28	38	37	25	28	45	27	41	32	27	94	31
PUESTA DEL SOL	98	10	69	21	6	53	41	7	50	43	20	55	25	8	62	30	12	61	27	94	32
RANCHOS	56	9	68	23	9	53	38	9	55	36	32	54	14	9	73	18	18	46	36	94	39
RIO RANCHO	94	10	63	27	10	55	35	14	52	34	20	49	31	12	52	36	6	70	24	95	39
EDMUND G. ROSS	75	11	70	19	19	46	35	5	60	35	19	54	27	17	60	23	20	56	24	95	41
S.Y. JACKSON	69	10	51	39	19	40	41	13	51	36	10	49	41	12	43	45	12	42	46	95	22
SAN ANTONITO	38	21	58	24	18	56	26	13	58	29	26	45	29	18	53	29	16	60	24	93	27
SANDIA BASE	112	7	55	38	5	42	53	5	39	56	21	37	42	12	32	56	10	51	39	95	39
SIERRA VISTA	68	7	52	41	6	62	32	7	45	48	13	53	34	9	51	40	9	57	34	96	36
SOMBRA DEL MONTE	82	7	63	30	5	55	40	4	46	50	11	52	37	6	44	50	9	47	44	95	37
TOMASITA	67	25	70	5	28	57	15	15	59	26	31	52	17	25	66	9	30	57	13	94	41
VALLE VISTA	69	29	62	9	25	55	20	17	53	32	30	47	23	32	52	16	36	45	19	93	56
WHERRY	84	11	63	26	11	47	42	7	41	52	25	44	31	11	49	40	14	53	33	94	66
WHITTIER	66	6	55	39	6	46	48	6	33	61	9	52	39	8	46	46	5	49	46	94	58
ZIA	47	4	62	34	0	60	40	4	43	53	15	55	30	4	53	43	2	62	36	94	36
ZUNI	45	11	50	39	9	55	36	2	45	53	7	37	56	9	38	53	9	49	42	95	27

*STUDENT ATTENDANCE RATE refers to the percentage of students in attendance on an average school day. Data provided by Organizational Analysis and Research, Summer, 1984.

**STUDENT MOBILITY RATE refers to the percentage of students entering and/or leaving the school during the school year. Data provided by Organizational Analysis and Research, Summer, 1984. The average APS mobility rate was 39.30% for elementary schools and 32.10% for middle schools.

PERCENTAGE OF STUDENTS IN THE +BELOW AVERAGE, AVERAGE, AND ABOVE AVERAGE
SCORE RANGES BY SCHOOL ON C.T.B.S.
1983 - 1984
Grade 5

TABLE 5
ELEMENTARY SCHOOLS

		READING			LANGUAGE			MATH			SPELLING			REFERENCE SKILLS			SCIENCE			SOCIAL STUDIES			*STUDENT ATTENDANCE RATE IN PERCENT	**STUDENT MOBILITY RATE IN PERCENT
	N	+BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA		
A. MONTOYA	67	25	50	25	21	55	24	13	41	46	30	51	19	22	51	27	16	50	34	31	44	25	93	36
ACOMA	55	0	24	76	0	16	84	0	9	91	0	18	82	2	23	75	0	30	70	0	39	61	96	38
ADOBE ACRES	54	28	59	13	33	54	13	30	40	30	35	52	13	40	47	13	32	47	21	37	43	20	94	37
ALAMEDA	80	6	59	35	4	50	46	3	26	71	20	55	25	11	56	33	6	59	35	8	57	35	95	32
ALAMOSA	106	35	55	10	30	58	12	20	54	26	36	46	18	27	61	12	33	57	10	36	53	11	92	40
ALVARADO	95	5	55	40	6	58	36	4	38	58	18	56	26	6	49	45	7	53	40	5	59	36	95	25
APACHE	86	19	55	26	16	53	31	12	32	56	29	56	15	13	53	34	21	49	30	19	60	21	95	36
ARMIJO	56	25	55	20	21	63	16	21	40	39	32	27	41	11	64	25	14	61	25	16	68	16	95	43
ARROYO DEL OSO	109	17	49	34	8	61	31	5	38	57	19	62	19	16	51	33	12	59	29	11	62	27	95	26
ATRISCO	51	41	49	10	62	36	2	45	39	16	55	36	9	53	43	4	52	42	6	64	34	2	94	27
BANDELIER	40	0	32	68	0	37	63	3	19	78	5	52	43	0	42	58	3	31	66	0	39	61	95	33
BARCELONA	47	23	60	17	30	59	11	15	43	28	47	36	17	17	64	19	26	55	19	6	85	9	94	56
BEL-AIR	61	10	67	23	10	74	16	12	54	34	16	66	18	13	72	15	25	58	17	19	64	17	95	32
BELLEHAVEN	42	14	43	43	7	45	48	7	31	62	12	55	33	14	48	38	10	49	41	12	59	29	95	44
CARLOS REY	144	29	65	6	38	56	6	30	57	13	40	50	10	26	60	14	22	61	17	30	62	8	95	38
CHAPARRAL	87	24	59	17	24	48	28	16	45	39	30	45	25	20	57	23	11	65	24	21	63	16	93	34
CHELWOOD	91	9	55	36	13	57	30	15	26	59	19	58	23	4	48	48	8	50	42	10	60	30	95	38
COCHITI	73	23	58	19	29	59	12	26	45	29	38	48	14	25	60	15	22	52	26	16	69	15	94	39
COLLET PARK	78	6	49	45	4	38	58	0	35	65	12	60	28	9	54	45	8	52	40	12	59	29	95	43
COMANCHE	83	11	46	43	13	46	41	10	32	58	16	54	30	20	41	39	12	45	43	12	57	31	95	30
CORRALES	57	20	46	34	23	58	19	16	44	40	39	52	9	21	54	25	16	54	30	19	63	18	93	22
DENNIS CHAVEZ	98	3	55	42	4	37	59	4	20	76	13	45	42	5	46	49	2	53	45	12	58	30	96	25
DOLORES GONZALES	47	26	65	9	17	66	17	17	45	38	38	45	17	16	55	29	24	67	9	22	71	7	94	49
DURANES	49	22	58	20	23	60	17	10	53	37	41	49	10	8	82	10	27	55	18	21	64	15	94	51
EAST SAN JOSE	59	52	45	3	46	47	7	26	48	26	44	54	2	42	51	7	54	46	0	50	50	0	95	47

*STUDENT ATTENDANCE RATE refers to the percentage of students in attendance on an average school day. Data provided by Organizational Analysis and Research, Summer, 1984.

**STUDENT MOBILITY RATE refers to the percentage of students entering and/or leaving the school during the school year. Data provided by Organizational Analysis and Research, Summer, 1984. The average APS mobility rate was 39.30% for elementary schools and 32.10% for middle schools.

PERCENTAGE OF STUDENTS IN THE *BELOW AVERAGE, AVERAGE, AND ABOVE AVERAGE
SCORE RANGES BY SCHOOL ON C.T.B.S.
1983 - 1984
Grade 5

TABLE 5 (continued)
ELEMENTARY SCHOOLS

		READING			LANGUAGE			MATH			SPELLING			REFERENCE SKILLS			SCIENCE			SOCIAL STUDIES			*STUDENT ATTENDANCE RATE IN PERCENT	**STUDENT MOBILITY RATE IN PERCENT
	N	*BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA		
EMERSON	58	34	47	19	33	49	18	14	54	32	33	57	10	23	65	12	32	50	18	37	54	9	93	80
EUBANK	56	11	66	23	18	52	30	16	40	44	29	48	23	7	62	31	16	66	18	16	42	42	95	36
EUGENE FIELD	45	55	38	7	49	49	2	48	47	5	53	38	9	40	55	5	43	52	5	64	31	5	95	73
GOVERNOR BENT	84	6	55	39	4	53	43	7	31	62	12	58	30	6	47	47	11	41	48	10	55	35	95	48
GRIEGOS	52	15	64	21	17	52	31	13	35	52	33	42	25	17	66	17	18	57	25	25	63	12	94	39
HAWTHORNE	44	34	57	9	21	67	12	30	59	11	37	49	14	19	65	16	34	59	7	43	50	7	95	62
HODGIN	111	19	58	23	17	57	26	10	59	31	30	55	15	14	52	34	22	54	24	21	67	12	95	54
HUBERT HUMPHREY	130	2	47	51	1	46	53	0	22	78	13	48	39	3	42	55	5	43	52	4	52	44	96	19
INEZ	31	3	55	42	3	52	45	0	42	58	16	55	29	3	62	35	3	62	35	6	65	29	95	46
JOHN BAKER	119	3	40	57	3	44	53	0	30	70	11	47	42	3	32	65	5	48	47	7	51	42	96	17
KIRTLAND	71	13	58	29	9	43	48	13	50	37	13	50	37	10	56	34	11	54	35	11	62	27	95	49
KIT CARSON	51	24	72	4	18	68	14	18	57	25	29	63	8	16	64	20	27	67	6	27	67	6	94	41
LA LUZ	59	36	61	3	29	54	17	19	64	17	34	54	12	36	57	7	36	57	7	32	68	0	96	37
LA MESA	58	41	52	7	42	33	25	21	43	36	40	32	28	29	59	12	41	50	9	37	54	9	93	86
LAVALAND	81	23	71	6	16	64	20	11	53	36	20	60	20	21	63	16	28	66	6	22	69	9	94	41
LONGFELLOW	33	12	73	15	15	52	33	13	40	47	27	58	15	12	64	24	18	49	33	6	61	33	95	31
LOS PADILLAS	55	11	64	25	13	63	24	4	60	36	31	62	7	9	58	33	9	57	17	15	67	18	94	33
LOWELL	55	67	29	4	63	31	6	35	42	23	57	35	8	67	29	4	66	30	4	49	47	4	94	56
MACARTHUR	37	28	55	17	25	64	11	19	62	19	31	47	22	27	65	8	34	52	14	34	57	9	95	27
MARIE HUGHES	93	9	60	31	13	63	24	5	44	51	17	51	32	17	57	26	12	53	35	8	65	27	95	26
MARK TWAIN	55	7	40	53	4	55	41	2	29	69	13	54	33	13	43	44	7	41	52	7	53	40	95	38
MATHESON PARK	82	9	54	37	9	42	49	6	38	56	12	58	30	11	55	34	6	52	42	15	61	24	95	32
MCCOLLUM	46	4	39	57	0	46	54	2	16	82	7	41	52	2	63	35	4	46	50	4	48	48	94	30
MISSION AVENUE	39	26	69	5	21	71	8	26	59	15	33	54	13	24	68	8	24	68	8	19	70	11	94	52
MITCHELL	80	3	46	51	3	47	50	4	31	65	23	43	34	4	48	48	8	38	54	8	50	42	96	24

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PERCENTAGE OF STUDENTS IN THE +BELOW AVERAGE, AVERAGE, AND ABOVE AVERAGE
SCORE RANGES BY SCHOOL ON C.T.B.S.
1983 - 1984
Grade 5

TABLE 5 (continued)
ELEMENTARY SCHOOLS

		READING			LANGUAGE			MATH			SPELLING			REFERENCE SKILLS			SCIENCE			SOCIAL STUDIES			*STUDENT ATTENDANCE RATE IN PERCENT	**STUDENT MOBILITY RATE IN PERCENT
	N	+BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA		
MONTE VISTA	77	11	48	41	12	61	27	9	40	51	22	45	33	10	50	40	9	43	48	12	53	35	94	32
MONTEZUMA	53	6	49	45	13	41	46	11	44	45	26	55	19	8	52	40	15	34	51	9	46	45	95	28
MOUNTAIN VIEW	48	40	50	10	42	54	4	31	52	17	50	31	19	40	52	8	43	53	4	47	51	2	95	41
NAVAJO	85	26	62	12	20	63	17	15	55	30	42	45	13	24	64	12	35	53	12	38	50	12	95	34
OLD TOWN	48	19	64	17	13	60	27	9	53	38	33	54	13	13	70	17	19	65	16	7	71	22	95	53
ONATE	53	0	34	66	0	36	64	0	13	87	0	55	45	2	34	64	0	32	68	0	40	60	95	28
OSUNA	91	1	52	47	2	42	56	2	38	60	11	43	46	4	39	57	2	38	60	3	60	37	96	28
PAJARITO	78	32	51	17	37	53	10	40	46	14	42	48	10	30	56	14	39	49	12	42	42	16	94	31
PUESTA DEL SOL	73	15	58	27	13	63	24	22	46	32	32	50	18	24	62	14	25	49	26	21	61	18	94	32
RANCHOS	61	13	66	21	18	62	20	8	61	31	33	52	15	18	64	18	20	60	20	23	64	13	94	39
RIO RANCHO	86	12	50	38	12	52	36	12	36	52	21	59	20	14	50	36	7	50	43	10	63	27	95	39
EDMUND G. ROSS	66	5	60	35	0	50	50	2	29	69	8	54	38	9	52	39	2	57	41	6	56	38	95	41
S.Y. JACKSON	85	4	57	39	4	57	39	4	35	61	12	56	32	13	51	36	12	56	32	8	67	25	95	22
SAN ANTONITO	26	0	58	42	0	58	42	4	42	54	19	62	19	12	61	27	0	46	54	0	64	36	93	27
SANDIA BASE	96	9	56	35	16	49	35	11	35	54	21	46	33	16	46	38	18	48	34	19	55	26	95	39
SIERRA VISTA	77	6	60	34	4	58	38	6	47	47	13	61	26	20	41	39	9	57	34	5	60	35	96	36
SOMBRA DEL MONTE	90	7	50	43	6	50	44	1	30	69	13	51	36	12	50	38	11	49	40	11	51	38	95	22
TOMASITA	62	13	55	32	13	60	27	8	26	66	23	46	31	16	56	28	10	51	39	13	69	18	94	41
VALLE VISTA	83	29	65	6	32	61	7	29	53	18	31	59	10	29	66	5	35	59	6	24	71	5	93	56
WHERRY	61	26	53	21	25	57	18	18	52	30	25	55	20	21	58	21	13	72	15	23	64	13	94	66
WHITTIER	52	15	64	21	18	58	24	6	46	48	37	46	17	21	50	29	19	58	23	27	61	12	94	58
ZIA	42	12	48	40	10	47	43	2	38	60	21	58	21	7	53	40	13	49	38	17	46	37	94	36
ZUNI	59	5	44	51	2	58	40	2	42	56	3	58	39	2	47	51	0	48	52	2	52	46	95	27

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PERCENTAGE OF STUDENTS IN THE +BELOW AVERAGE, AVERAGE, AND ABOVE AVERAGE
SCORE RANGES BY SCHOOL ON C.T.B.S.
1983 - 1984
Grade 8

TABLE 6
MIDDLE SCHOOLS

		READING			LANGUAGE			MATH			SPELLING			REFERENCE SKILLS			SCIENCE			SOCIAL STUDIES			*STUDENT ATTENDANCE RATE IN PERCENT	**STUDENT MOBILITY RATE IN PERCENT
	N	*BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA		
ADAMS	321	8	54	38	12	50	38	13	46	41	12	40	48	4	43	53	13	60	27	4	65	31	94	29
CLEVELAND	333	9	51	40	7	39	54	7	46	47	13	48	39	5	56	39	10	60	30	9	57	34	94	25
EISENHOWER	391	6	44	50	4	38	58	6	41	53	9	44	47	5	41	54	9	50	41	4	50	46	95	21
ERNIE PYLE	155	36	54	10	26	60	14	29	55	16	36	44	20	30	59	11	32	57	11	15	72	13	91	41
GARFIELD	190	25	56	19	17	57	26	22	49	29	23	58	19	18	58	24	26	56	18	20	58	22	93	33
GRANT	201	7	43	50	6	38	56	9	37	54	13	37	50	12	53	35	9	52	39	10	51	39	94	23
HARRISON	246	36	52	12	27	57	16	21	53	26	41	43	16	28	55	17	29	58	13	28	57	15	91	32
HAYES	129	17	55	28	9	52	39	13	50	37	14	58	28	13	68	19	18	62	20	12	67	21	92	53
HOOVER	370	5	51	44	5	45	50	3	34	63	10	50	40	4	50	46	6	53	41	6	53	41	95	20
JACKSON	247	10	55	35	9	50	41	10	41	49	15	53	32	11	53	36	10	57	33	9	60	31	94	24
JEFFERSON	222	15	44	41	11	41	48	15	45	40	17	46	37	13	50	37	17	48	35	11	53	36	92	49
KENNEDY	221	13	57	30	9	59	32	11	62	27	17	52	31	13	57	30	12	67	21	12	64	24	93	28
LINCOLN	226	13	56	31	13	52	35	10	54	36	20	49	31	8	64	28	11	56	33	9	58	33	94	36
MADISON	313	8	51	41	7	36	57	10	34	56	12	46	42	10	46	44	10	47	43	7	45	48	94	26
MCKINLEY	257	15	60	25	17	61	22	13	58	29	22	54	24	14	64	22	19	56	25	16	63	21	92	36
POLK	172	28	60	12	27	60	13	36	51	13	30	51	19	24	64	12	29	59	12	24	65	11	92	30
ROOSEVELT	96	19	51	30	15	57	28	18	51	31	23	51	26	14	59	27	20	53	27	21	53	26	94	30
TAFT	217	19	51	30	14	47	39	14	55	31	23	56	21	14	51	35	14	59	27	14	58	28	93	26
TAYLOR	251	19	51	30	18	52	30	18	46	36	25	47	28	19	58	23	17	53	30	10	59	31	93	27
TRUMAN	256	29	59	12	18	62	20	20	58	22	36	49	15	21	66	13	24	65	11	18	66	16	91	24
VAN BUREN	205	19	54	27	15	57	28	12	42	46	20	56	24	14	62	24	13	61	26	15	60	25	92	44
WASHINGTON	160	43	49	8	36	54	10	31	56	13	44	43	13	31	57	12	34	53	13	24	62	14	92	43
WILSON	220	20	53	27	15	56	29	11	54	35	23	50	27	16	60	24	18	52	30	10	57	33	93	41

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